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ABSTRACT

As first step in evaluation of basic education programs funded through Adult Education Act of 1966, analyses of interviews with students in first few months of 1972 are reported. 90 interviewing sites, located in 15 states representing all U.S. geographic areas were used. Program, class, and student test data are not reflected in this report. Students who were institutionalized, migrants, or over 44 years old were excluded. Results show motivation is primarily educational rather than job-related. Main interests are reading, numbers, with small interest in writing as separate learning subject. (NF)

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INTERIM REPORT

DATA ON SELECTED STUDENTS IN ADULT BASIC EDUCATION PROGRAMS, 1971-72

SEPTEMBER 1972

PREPARED FOR
OFFICE OF PROGRAM PLANNING AND EVALUATION
U.S. OFFICE OF EDUCATION

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Interim Report

Contract No.: OEC-0-71-3706

Data on Selected Students in Adult Basic Education Programs, 1971-72; a Preliminary Report from an Ongoing Longitudinal Study

William P. Kent, Principal Investigator

System Development Corporation
5827 Columbia Pike
Falls Church, Virginia 22041

September 1972

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view and opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Office of Education

Office of Program Planning and Evaluation

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SECTION 1 - SUMMARY

As a first step in an ongoing longitudinal study of adult basic education funded under the Federal Adult Education Act, baseline data were collected on students and programs during the winter of 1971-72. This preliminary report gives a brief account of the overall study and presents highlights from the analysis of initial student data.

A national sample of Adult Basic Education students was developed excluding students who were institutionalized, were migrants, or were over 44 years old. Students in programs primarily designed for high school work above the 8th grade were also excluded from the scope of the study, as were students in ESL (English as a Second Language) programs. Students in the sample have been interviewed and tested, and information was collected on the programs and classes the students were enrolled in. During the next year, follow-up interviews with students will obtain information on employment and personal changes which may be related to enrollment in Adult Basic Education.

The data presented below are derived from student interviews conducted for the most part in February, 1972. Program, class, and student test data have not yet been analyzed, and are not reflected in this interim report.

Information from these interviews shows, in general, a rather diverse group of students whose educational goals go considerably beyond basic education and who are well-satisfied with the programs they are enrolled in.

More than half the students have completed 9 grades or more of schooling (even though they are now enrolled for studies designed primarily for the 8th grade level and below). About 15% have high school diplomas or certificates, and a few have attended college. Stated educational goals are high -- all but a few think they will try for a high school credential, and more than half think they will attend college some time. About 70% intend to enroll for additional vocational or technical training.

Around half the students are employed. For those who work, median income is $300 a month, but there are wide variations both above and below the median. Only about one-quarter of the students receive welfare or public assistance. Less than 20% have had serious problems in finding jobs, and almost all who are employed feel fairly secure. Most of those who are not employed believe that when they have completed the basic education program, their chances of finding a job will be significantly improved.

Nearly one-quarter of the students interviewed had started the program before 1971; a good number have been attending for several years. Almost all (85%) of the students expect to attend class every time or most of the time in the future. Motivation for coming is primarily educational rather than job-related. Main interests are reading and working with numbers, with comparatively small interest in writing as a separate subject for learning. And finally, only a small percent of presently enrolled students believe that adults object to attending basic education classes in an elementary or high school building.

SECTION 2 - RELATION OF THIS PRELIMINARY REPORT TO THE TOTAL LONGITUDINAL STUDY

The data reported herein were collected as a first step in a longitudinal evaluation of the basic education programs funded through the Adult Education Act of 1966, as amended. As part of the larger War on Poverty effort, Congress established in 1964 a program specifically designed to help undereducated adults through the Economic Opportunity Act and later through the Adult Education Act. The priority population group was adults from 18 to 44 years of age with less than 8 years of schooling. Since then, the minimum age has been dropped to 16 years, and the target population has been broadened to include all those with less than 12 years of schooling. Under this program, Federal funds are distributed through State formula grants, with each State required to provide 10 percent in matching funds. Allocations within States are made by State educational agencies for use by local educational and private non-profit agencies. From 10 to 20 percent of total Federal funds are used for innovative projects and teacher training programs. From FY 1965 through FY 1971, some $260 million in Federal funds were appropriated for this program. The FY 1972 appropriation was $61.3 million.

The longitudinal study now underway began in mid-1971, to continue over a two-year period. It represents the first nationwide evaluation of programs funded under the Adult Education Act, and is collecting information on the effectiveness of adult education activities in improving literacy, in raising the earning capabilities of participants, and in increasing intangible personal benefits. Consistent and comparable data are being gathered across a variety of adult education programs, in order to provide the basis for an assessment of effectiveness for various target groups. A representative sample of program participants is being studied longitudinally, through a series of interviews and basic skills tests. The first interviews were conducted in February and March, 1972; subsequent interviews in 1973 will collect data on post-program income, work experience, educational aspirations, and opinions related to participants' ABE experiences. Standardized tests of basic skills (TABE -- Tests of Adult Basic Education) were administered during the Winter and Spring of 1972. At the same

time, data were collected on program and classroom characteristics, to form a basis for assessing the relationships between post-program performance and the kind of experience that enrollees received. This involved interviews with local ABE administrators and instructors regarding program costs, enrollee attendance, staff qualifications, instructional and guidance methods, and administrative procedures. In addition, information on methods for establishing and improving ABE classes was collected from State Directors of Adult Basic Education.

When this evaluation study is completed in the Fall of 1973, its results will be made available to decision-makers at Federal and State levels as a basis for recommendations for program changes or redirection, future program budgeting, and legislative initiatives. A handbook will also be prepared for use by individual States. It will describe the study's sampling design, research methodology, and data collection procedures in some detail so that State evaluations may be conducted with comparable instrumentation.

The present study is national in scope and makes no attempt to describe or evaluate programs in individual States or localities. Confidentiality of all data on programs and participants is a key consideration for the conduct of the study and for the publication of its results.

The present interim report is based entirely on analyses of interviews with ABE students in the first few months of 1972. It presents, in brief form, the baseline data which will subsequently be compared to post-program interview responses. Neither test results nor interviews with program administrators and class instructors are reflected in this report.

SECTION 3 - DATA COLLECTION AND ANALYSIS

The interview data on which this report is based were collected from a sample of ABE program participants chosen to be representative of the United States as a whole. Because of budgetary limitations and logistical constraints, the number of sites for interviewing was set at approximately 90, to be located in 15 States representing all U.S. geographic areas. The sample of ABE enrollees, programs, and classes excluded enrollees in ESL classes (English as a second language), institutionalized or migrant enrollees, and enrollees over 44 years old. Classes primarily intended for GED students (high school equivalency classes) were also excluded.

State data related to most of these categories are available in Adult Basic Education Program Statistics: Student and Staff Data, July 1, 1969-June 30, 1970, prepared by the National Center for Educational Statistics. However, this document enumerates neither migrant students nor students enrolled in ESL programs. Estimates for these numbers were obtained independently, either from Office of Education records or from State Directors of Adult Basic Education. On the basis of these figures, a tabulation was made, by State and Region, of enrollees of interest.

This tabulation showed about 280,000 students meeting the requirements laid down for the study (enrolled in ABE but not in English-as-a-second-language classes, not in institutions, not above 44 years old, non-migrants). Only rough estimates of the within-State distributions of these students were available. For this and other reasons, the State was chosen as a reasonably efficient primary unit for sampling purposes.

To make a sample of around 15 States as effective as possible in representing the entire U.S., a greater degree of stratification control was used than is ordinarily sought. A two-way stratification scheme was adopted, based on grouping States according to geographic region and also according to percentage of black students enrolled in Adult Basic Education classes. The 50 States were classified into an 8 x 8 matrix. Geographic area determined allocations along

one dimension of the matrix, percent of black students determined allocations on the other dimension; column and row subtotals (numbers of students) were balanced to be as equal as practicable.

This procedure resulted in assigning the 50 States to cells in the matrix. Next, 16 cells were drawn from the total, with each cell's probability of being drawn proportional to the number of students assigned to the cell (and with the constraint that the 16 chosen cells must be distributed in a pattern showing 2 cells in each row and in each column -- see Jessen, 1969, 1970*). Finally, one State from each of the selected 16 cells was drawn to enter the sample, the probability of draw again being proportional to number of students.

In order to provide a simple estimate of overall sampling variance, the sample was split into two equivalent parts, each containing a state representing a row and a column. The list below presents the composition of each sample half. Note that since North Carolina appears in both samples, it is treated in the study as two separate States.

Composition of Sample Halves

Sample A	Sample B
Arkansas	Colorado
California	Minnesota
Georgia	Mississippi
Kansas	New York
Massachusetts	North Carolina
Michigan	Ohio
Missouri	Tennessee
North Carolina	Texas

* R. J. Jessen, 1969. "Some Methods of Probability Non-Replacement Sampling," J. Am. Stat. Assn., 64:175-193.

R. J. Jessen, 1970. "Probability Sampling With Marginal Constraints," ibid., 65:776-796.

Within each of the 16 selected States, 6 programs (usually counties or school districts) were chosen. Probability of selection was proportional to non-ESL, non-GED, non-institutional ABE enrollment for October 1970 (or FY 71) within a serpentine geographic listing.

For each program selected, the non-ESL, non-GED, non-institutional classes expected for November 1, 1971 were listed, along with the anticipated enrollment for each class. From among these, a random draw was made of up to three classes, chosen in such a way as to provide (on the average) a sample of approximately 25 students per program. The final sample included a total of 91 programs, 206 classes, and 2,318 students.

All contacting of ABE administrators, instructors, and enrollees was accomplished in cooperation with U.S. Office of Education Regional Program Officers for Adult Basic Education, with State Directors of Adult Basic Education, and with the ABE administrators and instructors concerned. Initial interviews were scheduled to coincide with ABE class meetings. Permission was obtained for enrollees to be individually excused from class for 20 minutes for interviews.

For student interviews, a comparatively short and simple form was developed, designed to concentrate on key issues, to be clear enough to elicit unambiguous responses, and to require no more than 20 minutes to administer. All forms were pre-tested in Lancaster and Philadelphia, Pennsylvania. After a series of improvements, the project's questionnaires were approved by the U.S. Office of Education and the Office of Management and Budget. Student interviews were conducted by experienced local interviewers; most took place in February, 1972, although some were delayed to March. The Market Opinion Research organization of Detroit, Michigan, was the project subcontractor for student interviews.

First attempts to interview students were made at the ABE class locations during class hours. Enrollees who were absent from class during initial interviewing sessions were noted, and a sample of half the absentees were specially sought out for interviews in their homes or elsewhere. Two attempts were made to interview each member of this sample. During initial

interviews, cooperation of enrollees was sought in returning for post-program interviews, and in providing a complete range of information to improve chances of future contact.

Because of sampling procedures adopted, interviews were sought only with the 2,318 named students who had been selected into the sample (from class lists as of November 15, 1971). Interviews obtained totalled 1,448 -- 1,092 at the class location, 356 at the student's home or elsewhere away from the class. Thus of the total sample of 2,318, 47% were interviewed in class and 15% away from class. Since the out-of-class interviews were done on a skip pattern which automatically eliminated half of the names remaining after in-class interviews, the out-of class interviews represent the equivalent of twice their number. The obtained response rate is thus 47% + 2 x 15% = 77%.

Principal analyses of project data will occur in 1973, after second-round student interviews have been obtained. Data analysis for the present interim report was comparatively straightforward, but did apply weights to correct for unequal sizes of samples from States. This was accomplished by averaging, for each questionnaire item, the responses obtained for each of the 16 States.

The total project sample was designed as the sum of two independent samples (A and B), each of which was selected from the population in accordance with the same set of rules. The purpose of this design was to make possible the construction of confidence intervals for variables of interest. A confidence interval is an indicator of the precision of an estimate, i.e., of how close it can be expected to be to the true population value. For example, a 90% confidence interval for a population mean is a statement about the location of the population mean that may be interpreted as follows. If with the same procedure samples were drawn repeatedly and if for each sample a confidence interval for the mean were computed, the mean would fall within these intervals

90% of the time. In the present case, the estimates for sample A and B are 50% confidence intervals for the corresponding population value. These 50% confidence intervals (along with the 80% intervals) are given in a number of the tables below so that the reader can judge the accuracy of the information presented.

SECTION 4 - STUDENT DATA

Data from interviews with ABE students in early 1972 are presented on the following pages. Principal findings are summarized in bar charts. Tables provide additional details, including confidence intervals (see pages 3-4 and 3-5). Comments in the text point out highlights of the charts and tables and add extracts from narrative responses not suitable for tabular presentation.

I. DEMOGRAPHIC CHARACTERISTICS

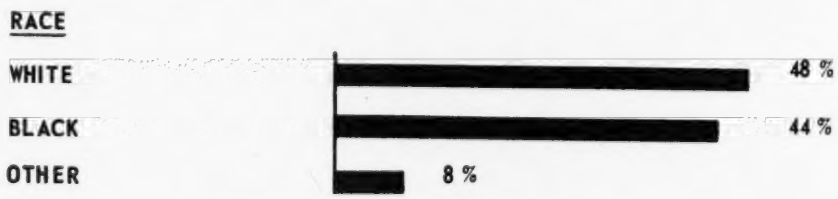
A. SEX

Females considerably outnumber males in the sample.

Sex	Percent	50% Confidence Interval	80% Confidence Interval
Male	38.4	33.0-43.8	21.8-55.0
Female	61.6	56.2-67.0	45.0-78.3

B. RACE

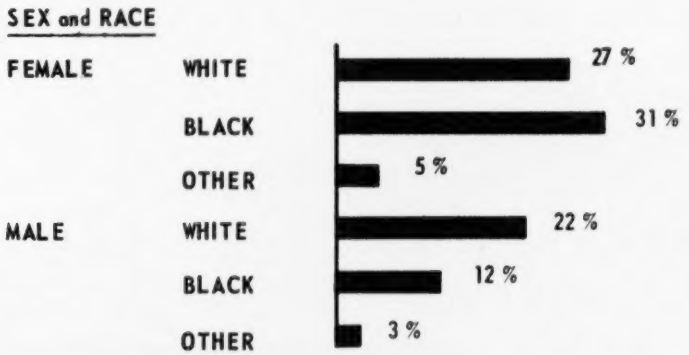
Race was determined by interview observation and was limited to the three categories white, black, and other. No attempt was made here to obtain a further breakdown of race.



Race	Percent	50% Confidence Interval	80% Confidence Interval
White	48.5	46.2-50.8	41.5-55.5
Black	43.9	40.8-46.9	34.5-53.2
Other	7.6	6.8- 8.4	5.2-10.1

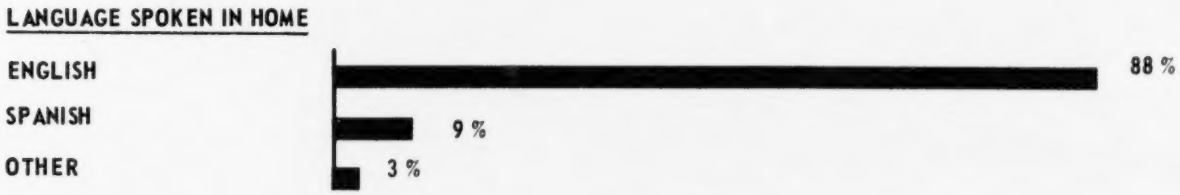
C. SEX AND RACE

Although whites slightly outnumber blacks, the largest single sex-race group is black females. The black male group is considerably smaller than the white male group.



D. LANGUAGE MOST OFTEN SPOKEN IN THE HOME

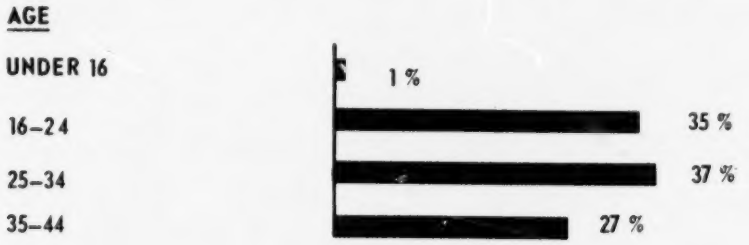
Ten languages other than English or Spanish were mentioned by respondents. The most frequent were Portuguese (0.8%), French (0.6%), and Chinese (0.4%).



Language Most Often Spoken in Home	Percent	50% Confidence Interval	80% Confidence Interval
English	87.6	86.8-88.4	85.2-90.0
Spanish	9.1	7.0-11.2	2.5-15.7
Other	3.2	1.9- 4.6	0.0- 7.4

E. AGE

Within the age span of 16-44 to which this study is limited, there is a slight preponderance of younger students over older students. A few students under 16 were enrolled in ABE, even though the classes are not intended for them.

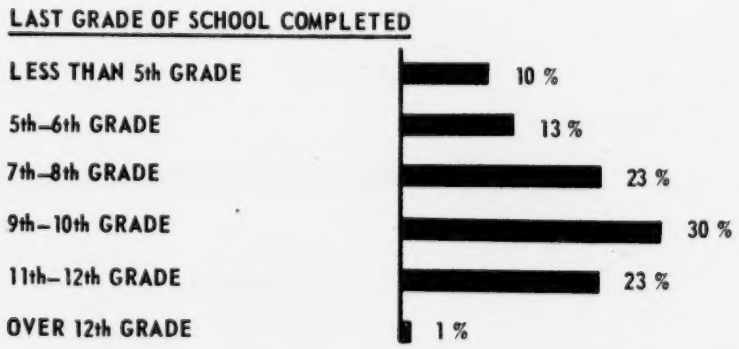


Age	Percent
Under 16	0.7
16-19	16.8
20-24	18.6
25-29	18.6
30-34	18.1
35-39	14.2
40-44	13.1

II. EDUCATIONAL BACKGROUND AND GOALS

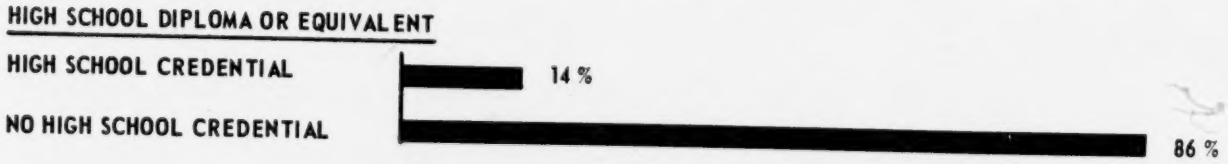
A. LAST GRADE OF SCHOOL COMPLETED

The median response indicated completion of grade 10.2, which is 1.2 grades above the highest level at which the ABE programs studied are designed to operate. Twelve percent of students had completed the 12th grade, 14% had a high school diploma or an equivalency certificate, and a few had attended college.



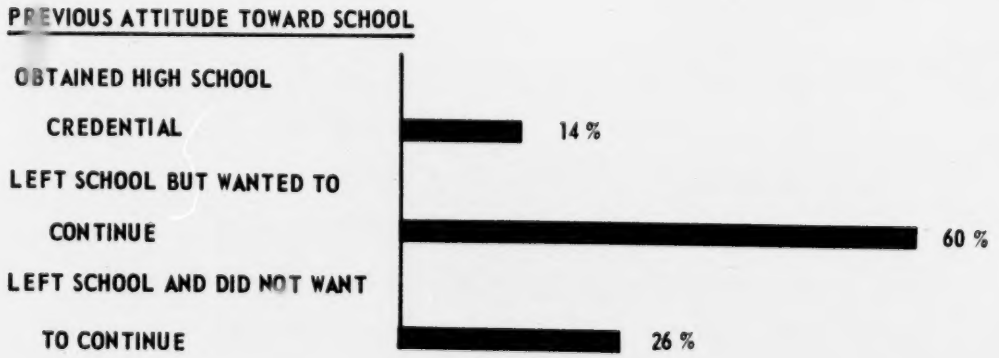
Last Grade Completed	Percent	Cumulative Percent
Less than 1	1.4	1.4
1	0.6	2.0
2	1.5	3.5
3	3.4	6.9
4	3.5	10.4
5	4.5	14.9
6	8.7	23.6
7	8.3	31.9
8	14.8	46.7
9	15.4	62.1
10	14.1	76.2
11	11.0	87.2
12	12.0	99.2
Over 12	0.8	100.0

Median grade completed: 10.2



H.S. Diploma or Equivalent	Percent	50% Confidence Interval	80% Confidence Interval
Yes	14.1	10.8-17.6	3.7-24.6
No	85.8	82.4-89.2	75.4-96.3

B. PREVIOUS ATTITUDE TOWARD SCHOOL


PREVIOUS ATTITUDE TOWARD SCHOOL
OBTAINED HIGH SCHOOL CREDENTIAL
14 %
LEFT SCHOOL BUT WANTED TO CONTINUE
60 %
LEFT SCHOOL AND DID NOT WANT TO CONTINUE
26 %

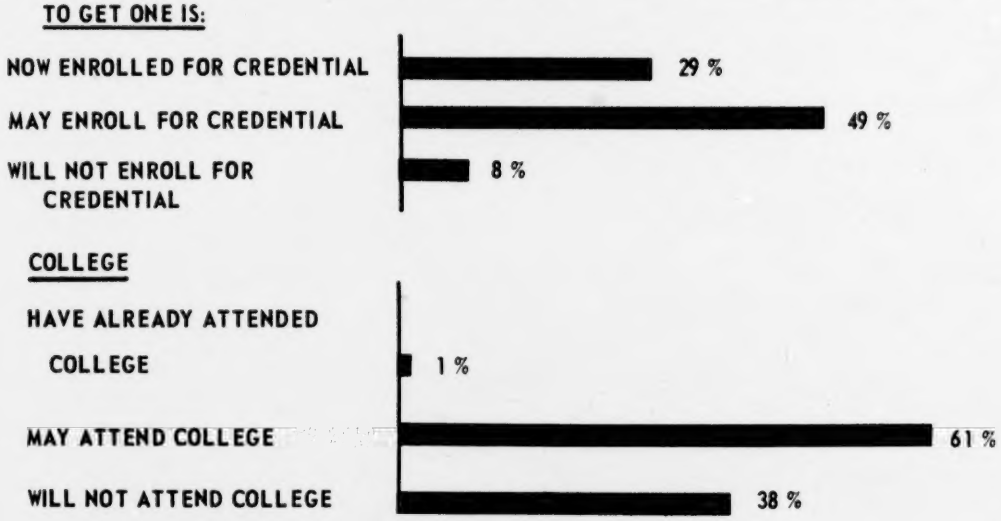
If No H.S. Credential (86%), Main Reason Left School	Percent
Wanted to go to work	5%
Had to go to work for money	21%
Military service	1%
Marriage	12%
Medical or pregnancy	11%
Not doing well in school	9%
Doing all right but did not like school	6%
Other	18%

"Other" responses were extremely varied. Frequently mentioned were unavailability of schools, moving around, and parents who didn't approve of continuing school.

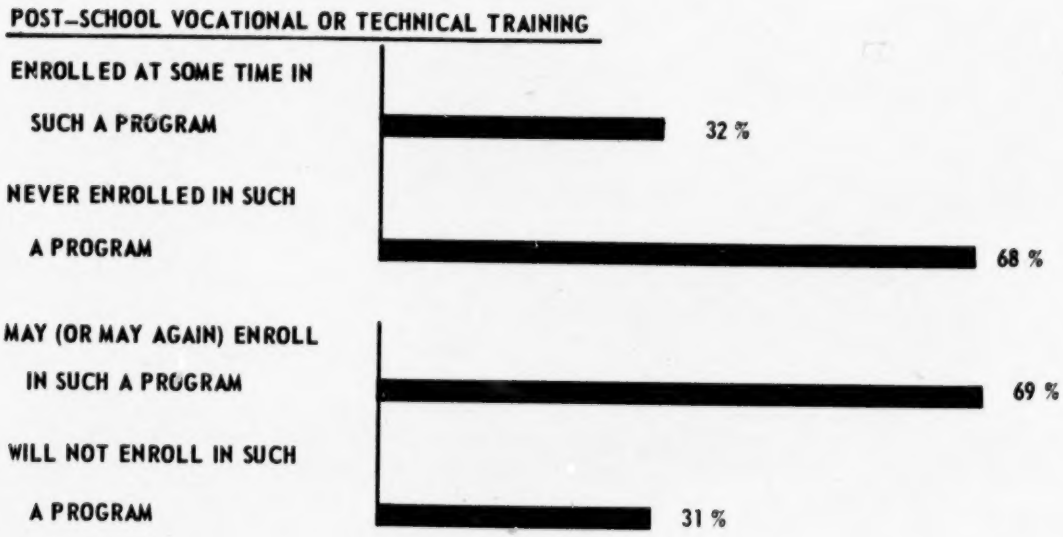
C. EDUCATIONAL GOALS

Stated educational goals tend to be high. Only 8% of the sample think they will never enroll in a program to obtain a high school credential. Over 60% think they may attend college some time, and nearly 70% think they will enroll for additional vocational or technical training.

FOR THE 86 % WITHOUT THE HIGH SCHOOL CREDENTIAL, PRESENT OR EXPECTED FUTURE ENROLLMENT



Think Will Attend College Sometime	Percent	50% Confidence Interval	80% Confidence Interval
Yes	60.7	59.5-61.9	57.0-64.4
No	37.9	36.5-39.2	33.6-42.1
Have already attended	1.4	1.2- 1.6	0.8- 2.0


POST-SCHOOL VOCATIONAL OR TECHNICAL TRAINING
ENROLLED AT SOME TIME IN SUCH A PROGRAM
32 %
NEVER ENROLLED IN SUCH A PROGRAM
68 %
MAY (OR MAY AGAIN) ENROLL IN SUCH A PROGRAM
69 %
WILL NOT ENROLL IN SUCH A PROGRAM
31 %

Have Ever Enrolled in Post-School Vocational or Technical Training	Percent	50% Confidence Interval	80% Confidence Interval
Yes	31.9	30.2-33.5	26.9-36.9
No	68.1	66.5-69.8	63.1-73.1

When Enrolled in Post-School Vocational or Technical Training	Percent*
Enrolled now	13.7
Enrolled during past year	7.0
Enrolled more than a year ago	13.5

D. HELP TO SCHOOL CHILDREN

Have School-Age Children (5-18 years)	Percent	50% Confidence Interval	80% Confidence Interval
Yes	50.7	49.4-51.8	46.9-54.4
No	49.3	48.1-50.6	45.6-53.1

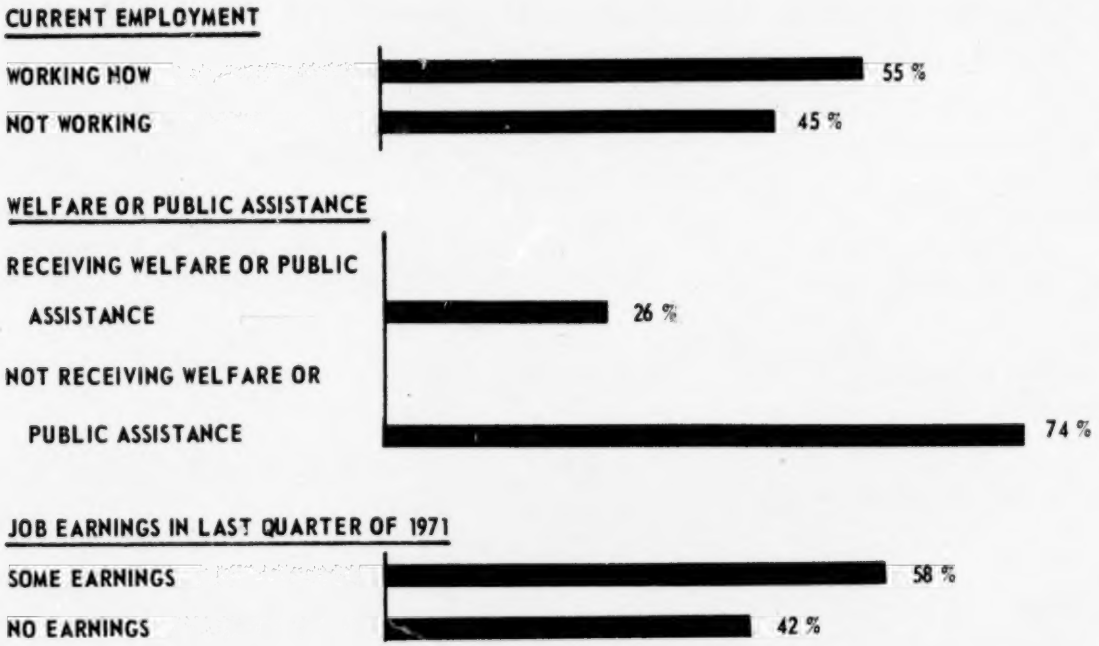
Have Helped Children with School Work in Past Year	Percent	50% Confidence Interval	80% Confidence Interval
Yes	54.8	54.3-55.4	53.2-56.5
No	45.2	44.6-45.7	43.5-46.8

*Adds to more than 31.9% since more than one response could be given.

III. EMPLOYMENT AND EARNINGS

A. JOB AND WELFARE STATUS

Somewhat over half of the respondents held jobs during the Fall and Winter of 1971-72. About one-quarter received welfare or public assistance.



Working Now	Percent	50% Confidence Interval	80% Confidence Interval
Yes	54.6	52.7-56.5	48.7-60.5
No	45.4	43.5-47.3	39.5-51.2

Receiving Welfare or Public Assistance	Percent	50% Confidence Interval	80% Confidence Interval
Yes	26.1	25.3-26.8	23.8-28.4
No	73.9	73.2-74.7	71.6-76.2

Some Job Earnings Oct-Dec 1971	Percent	50% Confidence Interval	80% Confidence Interval
Yes	57.8	55.9-59.7	51.8-63.7
No	42.2	40.3-44.1	36.2-48.2

B. RELATIONSHIP OF WELFARE STATUS TO PREVIOUS SCHOOLING

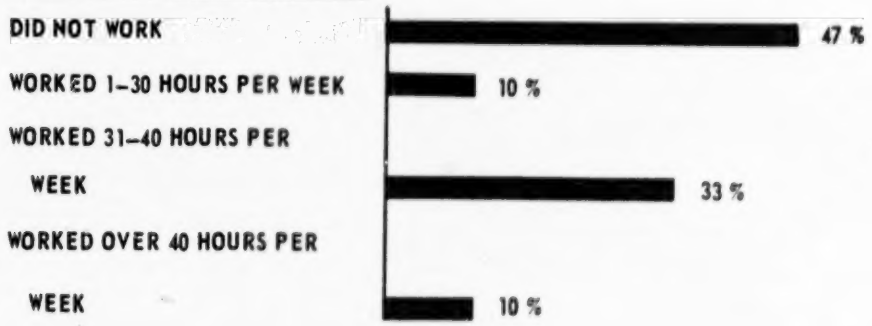
As the tabulation below indicates, there is a small positive relationship between possession of a high school credential and receiving welfare or public assistance. Whereas 17% of those receiving welfare or public assistance have a high school credential, only 10% of those not receiving welfare or public assistance have a high school credential. Statistically, this relationship is highly significant (probability less than .001 of occurring by chance). However, there is no relationship evident between welfare status and not wanting to continue school.

Welfare or Public Assistance by Previous Attitude to School	Percent of Total	% of Those with H.S. Credential	% of Those Who Wanted to Continue	% of Those Who Didn't Want to Cont.
Receiving Welfare or Public Assistance				
Obtained H.S. credential	5%	33%	--	--
Left school but wanted to continue	15%	--	25%	--
Left school but did not want to continue	6%	--	--	25%
Subtotal	26%			
Not Receiving Welfare or Public Assistance				
Obtained H.S. credential	10%	67%	--	--
Left school but wanted to continue	44%	--	75%	--
Left school but did not want to continue	20%	--	--	75%
Subtotal	74%			
Total	100%			

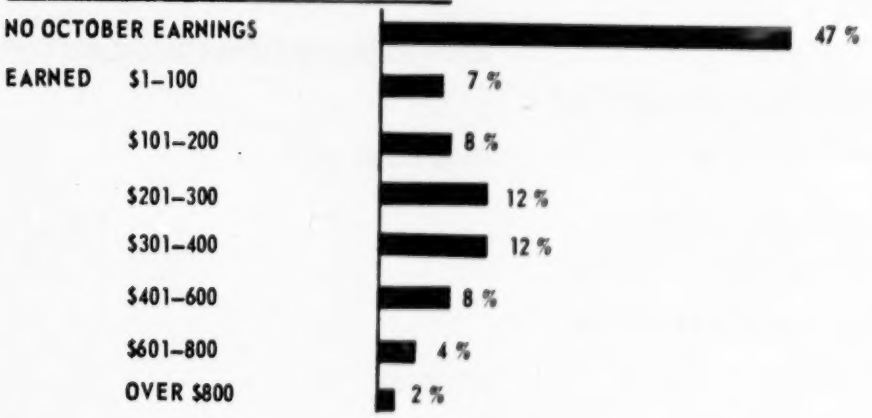
C. HOURS OF WORK AND EARNINGS

For those who worked during the Fall of 1971, the median earnings were $300 per month and $2.00 per hour. Earnings were spread over a wide range, and over 10% of those who worked earned more than $600 per month. The charts below show hours of employment, total earnings, and hourly wage rates reported for October. Information was also obtained for November and December, but reveals practically no differences from the October data.

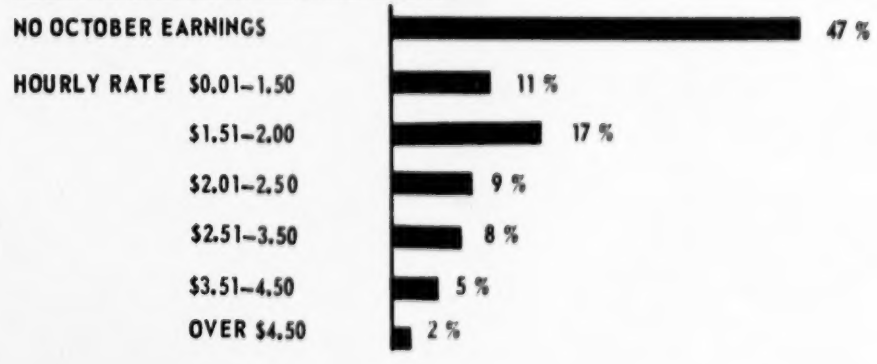
EMPLOYMENT FOR OCTOBER 1971



TOTAL JOB EARNINGS FOR OCTOBER 1971



HOURLY WAGE RATES FOR OCTOBER 1971

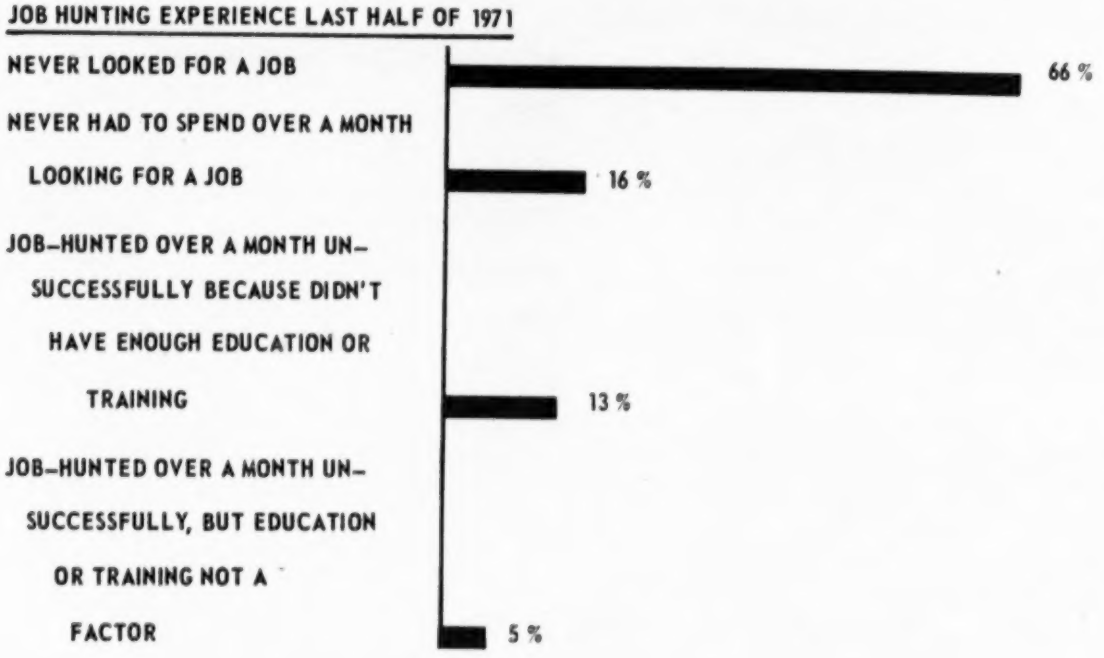


Median Earnings of Those Who Worked Oct-Dec 1971

Total Pay	$300 per month
Hourly Pay	$2.00 per hour

D. JOB HUNTING EXPERIENCE

Most respondents indicated no serious problems in finding or holding jobs since July, 1971. However, nearly one-fifth had recently looked for jobs for over a month without success. Most of these attributed their difficulties to a lack of education or training.

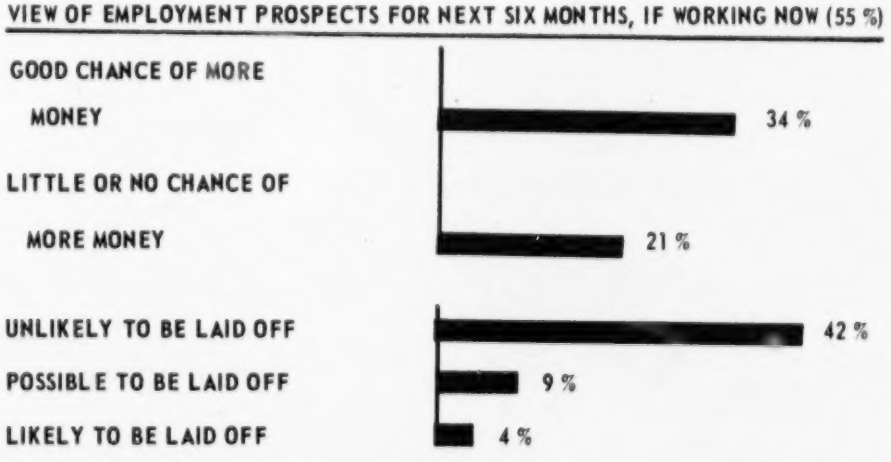

JOB HUNTING EXPERIENCE LAST HALF OF 1971
NEVER LOOKED FOR A JOB
66 %
NEVER HAD TO SPEND OVER A MONTH LOOKING FOR A JOB
16 %
JOB-HUNTED OVER A MONTH UNSUCCESSFULLY BECAUSE DIDN'T HAVE ENOUGH EDUCATION OR TRAINING
13 %
JOB-HUNTED OVER A MONTH UNSUCCESSFULLY, BUT EDUCATION OR TRAINING NOT A FACTOR
5 %

Looked for a Job Last Half of 1971	Percent	50% Confidence Interval	80% Confidence Interval
No	66.3	64.0-68.7	59.2-73.5
Yes, but didn't have to look more than a month	16.3	16.1-16.6	15.6-17.0
Yes, and had to look more than a month	17.3	17.1-17.5	16.6-18.0

Reasons Given by the 17.3% Who Looked More than a Month	Percent*
Not enough education or training	12.6
Jobs are scarce	7.3
Age	1.8
Lack of experience	1.3
Didn't like available jobs	1.2
Miscellaneous other @ less than 1%	9.1

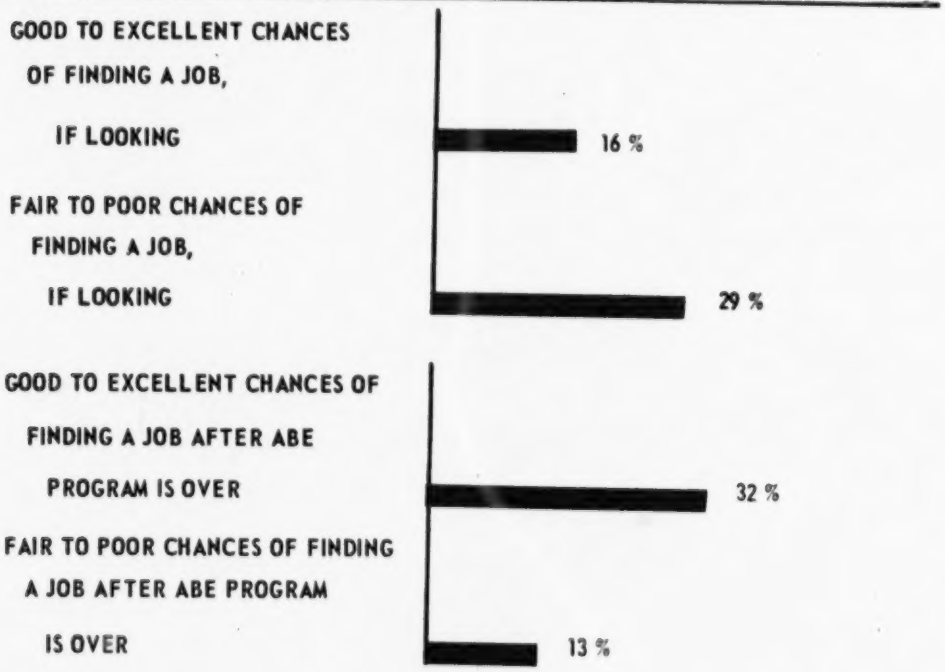
E. VIEW OF EMPLOYMENT PROSPECTS

About 13% of all respondents are working now but see some likelihood of being laid off within the next six months. Another 29% are not working and believe they would have little or no chance of finding a job in the next six months. However, most of this latter group (not working, see little chance of employment) believe their chances of employment will become good to excellent after the ABE program is over.


VIEW OF EMPLOYMENT PROSPECTS FOR NEXT SIX MONTHS, IF WORKING NOW (55 %)
GOOD CHANCE OF MORE MONEY
34 %
LITTLE OR NO CHANCE OF MORE MONEY
21 %
UNLIKELY TO BE LAID OFF
42 %
POSSIBLE TO BE LAID OFF
9 %
LIKELY TO BE LAID OFF
4 %

* Adds to more than 17.3% because multiple responses were sought.

VIEW OF EMPLOYMENT PROSPECTS FOR NEXT SIX MONTHS, IF NOT WORKING NOW (45 %)


GOOD TO EXCELLENT CHANCES OF FINDING A JOB, IF LOOKING
16 %
FAIR TO POOR CHANCES OF FINDING A JOB, IF LOOKING
29 %
GOOD TO EXCELLENT CHANCES OF FINDING A JOB AFTER ABE PROGRAM IS OVER
32 %
FAIR TO POOR CHANCES OF FINDING A JOB AFTER ABE PROGRAM IS OVER
13 %

F. PREVIOUS MILITARY SERVICE

Less than 10% of all respondents had military service -- in most cases, 2 years or less.

Former Military Service	Percent	50% Confidence Interval	80% Confidence Interval
Yes	8.5	5.6-11.4	0.0-17.3
No	91.5	88.6-94.4	82.7-100.0

For the 8.5%, length and period of service:

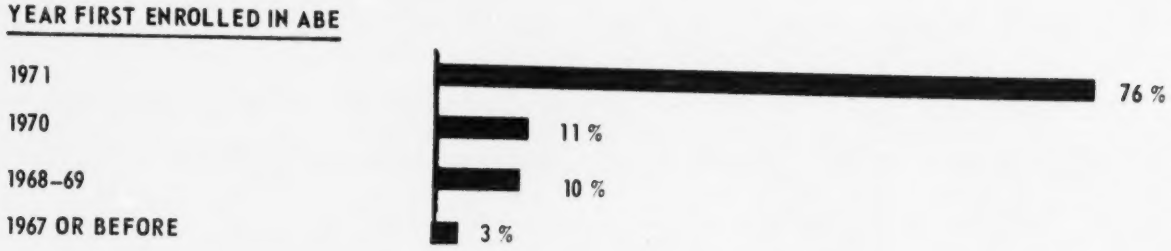
2 years or less	4.8%
3-10 years	3.7%

Last year of service after 1969	2.1%
Between 1962 and 1969	3.1%
Before 1962	3.3%

IV. ATTENDANCE AND MOTIVATION

A. YEAR FIRST ENROLLED

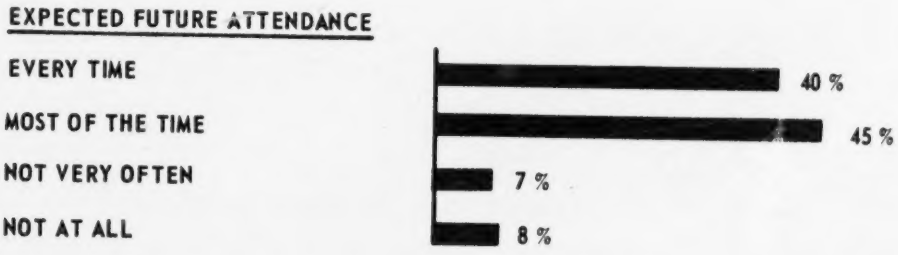
About one-fourth of the sample first enrolled in ABE before 1971, and 13% enrolled more than two years ago.



Year First Enrolled in ABE	Percent
1971	76.2
1970	10.9
1969	7.2
1968	2.8
1966-67	1.4
1965 or before	1.5

B. EXPECTED FUTURE ATTENDANCE AND REASONS FOR NOT COMING

Expected future attendance is high, with 85% of all respondents stating that they plan to attend every time or most of the time in the future. Less than 4% of the total indicated that program deficiencies were related to their lack of attendance, and the type of problem most frequently mentioned by this group was the time at which the class was held.



Expected Future Attendance	Percent	50% Confidence Interval	80% Confidence Interval
Every time	40.2	38.4-42.0	34.7-45.7
Most of the time	44.6	41.2-48.1	33.9-55.3
Not very often	6.7	6.5- 6.8	5.2- 8.1
Not at all	8.5	7.0-10.1	3.8-13.2

Reasons for Not Coming (15.2% who expected infrequent or no future attendance):

Would come more often if program were changed in some way 3.5%

(Changes suggested were very scattered. Most often mentioned were:

Change in class hours	1.5%
Different methods of instruction	0.7%
Different teacher	0.4%
More individual instruction	0.4%)

Would not come more often even if program were changed 11.8%

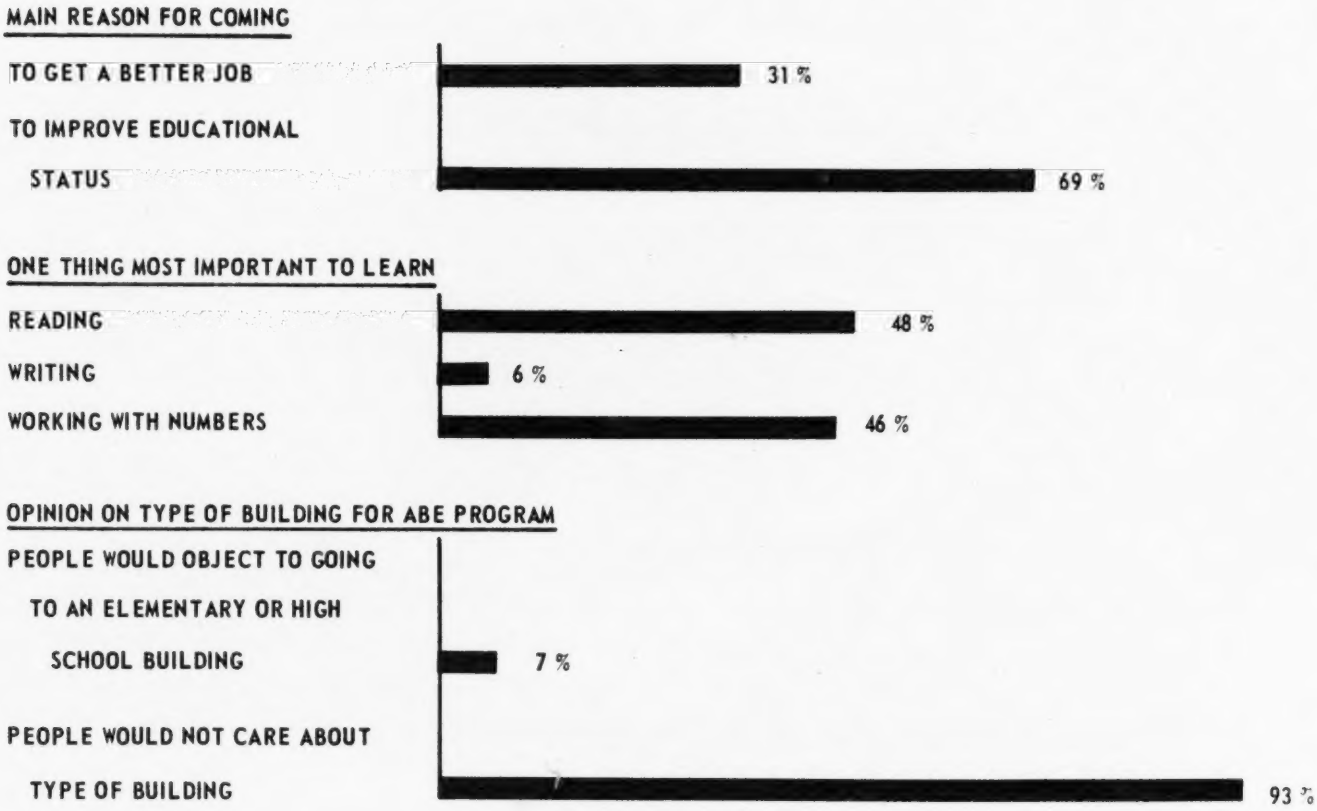
(Reasons of this group for not coming were also very scattered. Most often mentioned were:

Completed the program or attending another educational program	3.5%
Job interferes	3.4%
Illness	3.1%
Caring for children	1.4%
Lack of interest	0.8%)

C. MOTIVATION

Motivation for coming to ABE tends to be educational rather than job-related. Main interests are in reading and working with numbers, with comparatively small interest in writing as a separate subject for learning.

Only a small percentage of presently enrolled students believe that adults object to attending basic education classes in an elementary or high school building.



D. WAY FIRST HEARD ABOUT ABE

Most ABE students first heard about the program either from an acquaintance or from the school authorities associated with the program. Comparatively few were referred to ABE by non-school agencies.

Way First Heard About ABE Program	Percent*
Friend or acquaintance	28
Teacher, recruiter, or announcement from ABE program or school	26
Relative	15
Employment service or agency referral	13
Newspaper	11
Student already enrolled	6
Radio	4
Employer	4
Television	2
Union or Club	2
Church	1
Other	1

E. ENROLLEES NOT INTERVIEWED IN CLASS

One portion of our sample of particular interest consists of respondents who could not be interviewed in class, either because they were temporarily absent or because they had stopped coming. Interviews with this group were obtained at students' homes or elsewhere away from class, and constitute about one-quarter of the total number of interviews received.

To determine the relationship between interview location and type of response given to particular questions, special analyses were made. In only one instance (expected future attendance) were there distinct differences between respondents interviewed at the class location and those interviewed elsewhere. In all other instances analyzed, differences were negligible.

Figures illustrating these findings are presented below. With regard to expected future attendance, almost all (94%) of the students interviewed in class expected to attend most or all of the time in the future, whereas only a narrow majority (55%) of those interviewed elsewhere expected to attend frequently. Statistically, this relationship is highly significant (probability of occurring by chance less than .001).

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* Adds to more than 100% since multiple responses were accepted

As an example of no difference between the two groups, percentages are given for opinions on the type of building acceptable to ABE students. Only about 8%, whether interviewed in class or out of class, believe people they know would object to attending ABE classes in an elementary or high school building.

Expected Future Attendance by Interview Location	Percent of Total	Percent of Those Interviewed in Class	Percent of Those Interviewed Elsewhere
Will attend most or all of time			
Interviewed in Class	71%	94%	--
Interviewed Elsewhere	14%	--	55%
Will attend little or none of time			
Interviewed in Class	4%	6%	--
Interviewed Elsewhere	11%	--	45%
Opinion on Type of Building by Interview Location			
No Objection to School Building			
Interviewed in Class	70%	92%	--
Interviewed out of Class	22%	--	92%
Objection to School Building			
Interviewed in Class	6%	8%	--
Interviewed out of Class	2%	--	8%

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